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SOUTHERN
REGIONAL EDUCATION
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PSYCHOLOGISTS FOR SCHOOLS

**SOUTHERN REGIONAL EDUCATION BOARD
130 SIXTH STREET, N. W.
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Foreword

This report has been prepared by the staff of the Southern Regional Education Board in the hope that it will stimulate still further consideration of the most effective ways in which to prepare and utilize psychologists in our schools. The ideas and activities described in this summary report reflect contributions of many people, only some of whom could be listed in the report and appendices. Special appreciation must be expressed to the members of the Commission which guided the two-year project. Dr. Louis Cohen was extremely generous in meeting staff requests for advice and assistance. He served as Chairman of the Commission and as a consultant who visited school systems and universities during the project. In expressing great appreciation for the contributions of the Commission and others, it should also be pointed out that this is a staff document which has not been submitted to the Commission for formal approval.

On behalf of the Southern Regional Education Board, appreciation is also expressed to the National Institute of Mental Health for funds with which the project was conducted. We believe that the grant has made it possible to accelerate considerably a more active concern with the preparation of psychologists for service in schools.

Dr. Paul W. Penningroth, Assistant Director of the Mental Health Training and Research Program of SREB, and the undersigned had the major staff responsibility for initiation and execution of the project. Mr. William C. Geer, Regional Programs Associate of SREB, contributed considerably to the project during its second year and to the preparation of this report.

WINFRED L. GODWIN
Associate Director, SREB

Psychologists for Schools

I

INTRODUCTION

This summary report is intended first to describe the nature of a two-year school psychology project of the Southern Regional Education Board, and secondly, to give a picture of the thinking and planning which emerged when education and psychology thought together about solutions of a mutual problem.

In recent years, mounting demand for more and varied psychological services in our schools has led both educators and psychologists to recognize the need for employment of more well trained psychologists in schools. This, in turn, has led to concern for adequate training programs to prepare psychologists for such service. The project described here was able to integrate some emerging interests and developments so that at its completion, substantial progress had been achieved toward its objectives of (1) clarifying the role of the school psychologist and (2) stimulating formation of university programs preparing psychologists to fill this role.

The training of school psychologists became an active interest of the Southern Regional Education Board in 1955 out of discussions in the SREB Council on Psychological Resources in the South. In 1957 the Board requested and received funds from the National Institute of Mental Health to stimulate the establishment of *doctoral* programs in the South for training school psychologists. A Commission on the Training of School Psychologists, appointed by SREB to guide the two-year project, included the following persons:

- DR. GORDON V. ANDERSON, *Assistant Director, Testing and Guidance Bureau, The University of Texas*
- DR. JACK BOGER, *Director, Curriculum Services, Richmond Public Schools, Richmond, Virginia*
- DR. LOUIS D. COHEN, *Departments of Psychology & Psychiatry, Duke University, Durham, North Carolina*

DR. WARREN FINDLEY, *Assistant Superintendent, Atlanta Public Schools, Atlanta, Georgia*
DR. ROBERT FINK, *North Carolina Board of Health, Raleigh, North Carolina*
DR. SUSAN W. GRAY, *Professor, Department of Psychology, George Peabody College for Teachers, Nashville, Tennessee*
MR. VERNAL SEALE MANN, *Associate Professor of Guidance Education and Head of the Department, Mississippi State College*
DR. ROBERT R. MARTIN, *Superintendent of Public Instruction, State Department of Education, Frankfort, Kentucky*
DR. CHARLES C. MASON, *Superintendent of Schools, Tulsa Public Schools, Tulsa, Oklahoma*
DR. TRUMAN M. PIERCE, *Dean, School of Education, Alabama Polytechnic Institute, Auburn, Alabama*
DR. W. DOUGLAS SMITH, *Department of Psychology, Florida State University*

RESOURCE PERSON

DR. WILLIAM HOLLISTER, *National Institute of Mental Health, Bethesda, Maryland*

The Commission, therefore, represented local school systems, state school systems, guidance education, teacher education, and university departments of psychology.

Discussions between educators and psychologists about the training and utilization of school psychologists at the doctoral level was emphasized throughout the project with gratifying results. Close collaboration between representatives of the five training programs most involved in the project was also encouraging. While these universities are not planning identical programs, they are giving each other the full benefit of sharing their plans and problems.

Early in its deliberations, the Commission committed itself to the idea that the contribution of the doctoral level school psychologist must enhance—not duplicate—the services provided by various other personnel in the school systems. The Commission recognized that the counselor, the school social worker, and others are employed to help work out problems of a psychological nature.

The Commission, therefore, plotted out three objectives:

1. To consider the role of the doctoral school psychologist in the public schools.
2. To determine the validity of this suggested role by testing, interpreting and discussing it with school administrators and psychologists.
3. To assist university personnel in their efforts to develop training programs that would prepare psychologists for such a role.

Role. A statement setting forth the role of the school psychologist was produced by the Commission early in the project, and then tested in a variety of ways. Commission members studied many reports to arrive at their statement, including the UNESCO report on schools, the report of the Joint Commission on Mental Health, the report of the American Psychological Association's Committee on Reconsiderations of the Role of the School Psychologists, and their report School Psychologists at Mid-Century.

Testing. Once developed, the statement was discussed with administrators of school programs to determine its feasibility with their actual experiences. A consultant visited twenty-four county and city school systems in nine Southern states, six state education departments, and three universities offering or planning to offer doctoral programs in school psychology.

Also, letters inviting reactions to the statement were sent to the deans of schools of education and heads of departments of psychology in the region. Reactions from superintendents of the region's ninety-three largest county and city school systems were obtained through questionnaires.

In addition, in one southern state, school psychologists, guidance personnel and others were asked to fill out a questionnaire on the role of the school psychologist. The concept was tested further in a regional conference of school administrators, educators and psychologists (see Appendix A).

Implementing. To implement its third objective—helping to provide training for the school psychologist—SREB held two seminars (see Appendix A). The first of these included representatives of

psychology departments who discussed the training of school psychologists in general. Since provision of suitable internships seemed to be a major topic of interest, SREB held a second seminar devoted specifically to this subject. Participants came from five universities which have or plan to have doctoral programs in school psychology, as well as persons from seven school systems selected as potential internship centers by the five universities.

In the conduct of the project many educators, psychologists and members of other professions contributed enthusiastically and significantly to its thinking and operations. The contributions of these people are only partially acknowledged by mention of their names in Appendix A. SREB participation was extensive with staff representing backgrounds in sociology, psychology and education working together in conducting the project.

Mimeographed conference and seminar reports which are available in limited quantities are listed in Appendix C.

II

THE DEMAND FOR PSYCHOLOGICAL SERVICES IN THE MODERN SCHOOL SYSTEM

If they were available, at least fifty school psychologists with doctoral training would be employed immediately by state and local school systems in the southern states. Yet southern colleges and universities are just beginning to provide people who can assume major responsibility in applying the skills and techniques of psychology in today's schools. This demand results from extensive developments in education and psychology.

Public education in the United States has undergone extensive changes during the last thirty years. With the extension and enforcement of compulsory attendance laws many children who formerly dropped out at early ages because they were unwilling, unable, or unready to learn are now remaining in school. At the same time the educational system has developed its administration and curriculum to include functions and arrangements which go far beyond the traditional three R's. Schools have been impressed with the need for personnel particularly trained in those disciplines which have to do with the growth, development, and behavior of children. Thus schools have employed counselors, social workers, attendance workers, psychologists, and other specialists in pupil personnel to help in dealing with the complex problems of pupil adjustment.

There has been a growing emphasis on strengthening the school's contribution to the mental health of children. Educators have become increasingly aware of the impact on learning of home, school, and community influences. In addition, schools are placing added emphasis on the early discovery of the child's abilities and limitations, so that effective educational planning may be started early.

These educational and social concerns increase the complexity of the psychologist's role within the total educational system. Not only may he be expected to help with individual problems of learning

and adjustment, but also to assist with the in-service training of teachers and other school personnel so that they may be more adequate in their relationships with children and parents. In the past most of the work of the psychologist in public schools has been done by persons with sub-doctoral training. Relatively few persons serving as psychologists in public schools hold doctor's degrees and few of these have specialized training for work in schools.

Coincident with these school developments over the past thirty years there have been developments in psychology, both in its pure and applied aspects, that have not been made available to the field of education. Psychologists at the turn of the century saw human learning, including academic learning, as a major psychological problem far more important in their eyes than the psychology of advertising, industrial management or personnel relations—fields which have attracted so many psychologists of our day. During this earlier period some of the most able experimental and theoretical psychologists were also the leaders in educational psychology. In the past two or three decades, however, the best theoreticians and experimentalists, while still regarding learning as a central problem in psychology have come to think of learning as something very remote from what goes on in the sixth grade. The result has been that a deep gulf has developed between experimental and educational psychology. The best of recent experimental findings has had little or no influence on classroom practice. The need to bridge this gap has become quite evident.

In the meanwhile developments in industrial psychology, advertising, social psychology, personnel selection, psychology in the military establishments of the nation and in other applied fields, have been relevant to the solution of problems in management, learning, mass communication and in the selection of personnel—developments which could and should be applied to the problems of the schools.

These developments in education and psychology suggest, therefore, that at least in key positions there is a need for persons with the doctorate in school psychology.

The doctorally trained school psychologist may become an important member of the team which makes or helps to make major decisions involving the operation of schools, the development of curriculum and helping to find methods of dealing with problems which arise about the learning and behavior of children.

III

THE ROLE OF THE SCHOOL PSYCHOLOGIST

The traditional role of the school psychologist has been largely to use tests and other procedures for assessing abilities, learning potentials and personality characteristics. In this role, the psychologist has provided information helpful to the schools in many ways: organizing special classes, guiding pupils, assigning pupils to classes, building the curriculum, and in creating an understanding of special assistance needed by teachers.

The results of testing have also added to the body of knowledge about education and behavior. The psychologist's appraisals have provided insights into the range of individual differences, the sequence in which subject matter is learned, and the sources of difficulty in mastering subject matter. It has also led to a much better understanding of the learning process.

More recently, however, the psychologist's role has been expanded to include diagnosing and helping children who fail to adjust socially and emotionally. The psychologist has conferred with teachers, principals, and counselors about providing the individual attention and therapy which many children require.

The SREB Commission on the Training of School Psychologists believed it was of primary importance to develop an understanding of the role of the school psychologist—to know how the schools perceive the need for psychological services, and to determine how psychologists could find ways of adapting their abilities to the school setting.

A definition of role—if accepted by both educators and psychologists—would not only clarify the psychologist's place in the schools but would also have a significant influence on his training.

Fortunately a number of groups have given considerable thought to the functions of the school psychologist. The Commission studied several reports, including the UNESCO report on schools, the report of the Joint Commission on Mental Health, the report of the

American Psychological Association's Committee on Reconsiderations of the Role of the School Psychologists and their report *School Psychologists at Mid-Century*. All of these materials influenced the Commission's statement of role. It should be remembered that the Commission was not proposing to be definitive, but rather suggestive, in setting forth its concept of the role of the school psychologist. Neither was it the intention of the Commission to draw up a pattern for a "superman" who would be all things to all people in the schools. The intent was to interpret to administrators and others in positions of responsibility in education certain functions which the psychologist might carry out, to find out how administrators would react to this proposed role, and consequently to bring into clearer perspective the training that a person would need to perform the role.

The statement of role, once developed, was tested in a variety of ways. First, a consultant visited twenty-four county and city school systems in nine Southern states, the offices of six state education departments and three universities offering or planning to offer programs at the doctoral level in school psychology. The primary purpose of these visits was to discuss the relation of the role statement to the experiences and problems of the administrators in their school programs. Second, letters were sent to the deans of schools of education and to the heads of departments of psychology, inviting their reactions to the statement. Third, questionnaires were distributed to superintendents of the ninety-three largest county and city school systems in the southern region to obtain their reaction in a similar way. Fourth, in a single southern state questionnaires were filled out by school psychologists, guidance personnel, and others. The questions asked had to do with the role of the school psychologist. Fifth, the concept was tested in a regional conference of school administrators, educators, and psychologists (See Appendix A).

The following discussion of the role of the school psychologist reflects the thinking of the Commission as well as the educators and psychologists who amended and modified it.

1. *The evaluation of intellectual competence and personal effec-*

tiveness. A primary function of the psychologist in the schools is to carry out services to the individual child. These services would include measuring and interpreting the intellectual, social, and emotional development of children; identifying exceptional children and collaborating in the planning of appropriate educational and social placements and programs; diagnosing educational and personal disabilities, and collaborating in the planning of re-educational programs.

In general, school systems are seeking ways to put to better use our knowledge about early assessment of the abilities of individual children. This assessment of abilities is more than routine intelligence testing and personality appraisal. It may well involve the development of new measures to enable us to identify potential weaknesses and strengths early in the school child's career. While the psychologist is certainly not the only person involved in this process, he does bring a broad understanding of research techniques and of human growth and development, which can make a major contribution. Although school administrators are aware of the need to apply the psychologist's skills to the vast number of average and very bright children for whom the schools are responsible, many of them have had to be preoccupied with obtaining psychological testing and evaluation for the school placement of handicapped children. More and more the schools are involving psychologists in various kinds of remedial programs for students in difficulty because of intellectual aptitude, personality traits, or subject matter achievement. In some cases the psychologist provides therapeutic services. In others he serves as a consultant to other school personnel. In still other instances he is an intermediary and a source of referral to community clinics. In some school systems, psychologists from the local community clinics serve in a consultative role, conferring on problems of individual children. Such conferences are frequently conducted with teachers, principals, and other administrative personnel.

Among the groups on whom the role statement was tested, there was general agreement that these kinds of services should be ex-

panded. This extension of the psychologist's role in the evaluation of intellectual competence and personal effectiveness, particularly as it involves the consultative function with other school and community personnel, indicates that the schools are beginning to use the special skills of the psychologist more effectively.

2. *Human relationships within the school and classroom.* In this area the psychologist can serve by providing materials, in-service training and experience and consultation about individual pupils. Teachers thus may become more adequate in working with pupils through gaining a greater knowledge of human relationships and of personality development. Through these kinds of services the teacher may gain a more objective view of her own behavior as well as the behavior of her pupils. Thus the school psychologist in assisting a teacher to handle more effectively one discipline problem within her classroom, can help her toward an increased understanding of her own strengths and limitations as she works with other youngsters and with her colleagues. More importantly, perhaps, because of his own training in interpersonal relationships the skilled psychologist in time may serve as a consultant to teachers and school executives with respect to their relationships with each other. He can also use his skills in smoothing out the transition when changes are introduced in the school system, and can help secure the cooperation of the staff in these situations.

There was much evidence from the testing of the role statement that schools recognize the school psychologist's value in handling human relationships in the school. In fact, some schools have outstanding teacher consultation and teacher in-service education programs. But most administrators appear reluctant to ask the psychologist to analyze the relationships between principals and teachers or principals and superintendents.

3. *Consulting on the curriculum.* While the school psychologist is in no position to make decisions about the appropriate curriculum for a school, his knowledge of the factors leading to healthy personality development and his knowledge of the psychology of learning make him an effective consultant on various aspects of the

curriculum. Furthermore, he can add a new dimension to curriculum improvement by helping to design research to show the effects of curriculum changes on students.

School administrators generally feel that they have a pretty good grasp of the curriculum problem. They feel that they have had a good opportunity to work over the basic problems of learning somewhat earlier in their experience and that they are not in great need of special consultation on such matters. At present the consensus of school administrators seems to be that even though consulting on the curriculum is a valid activity for the school psychologist, it has relatively low priority on his agenda.

4. *The school as a social community.* The school is a group of individuals with varying backgrounds, needs and abilities, who live together in the common setting of the school for a significant portion of their lives. Here an effort is made to provide for many of their needs, both as individuals and as groups. Logically, it is to be expected that in so broad a social setting there will be conflicting systems of values. In turn there will be differences in the behavior of individuals which will affect the total group. An analysis of individual and group behavior is necessary in order to find ways to produce a group which can work together, while at the same time giving adequate attention to the integrity of the individual as he functions in the group. The school psychologist can contribute to an understanding of the various influences which have an impact on the school community and how to deal with the effects of these influences.

Both educators and psychologists generally agree with the role statement that the school psychologist has special knowledge useful in helping to develop more adequately the school as a social community. His knowledge about individual and group behavior qualifies him to deal with school tensions, with relationships among different groups within school systems, with the atmosphere of the school as a place for learning, and other problems involving the concept of the school as a community.

5. *The school in the total community.* Some of the knowledge the psychologist uses in furthering understanding of the school as a social community obviously applies to the wider social group of which the school is a part. On a consultative basis the psychologist may help in assessing attitudes in the community, in determining readiness for proposed changes, and in discovering what community factions exist that affect school and community. Will the community support a projected curriculum change or a bond issue for the erection of sorely needed additional classrooms? How will the community react to an attempt to consolidate four weak rural high schools into one adequate school? Survey techniques as applied by a school psychologist can be of real value here.

School administrators reported that they have replied largely on public reaction as expressed through civic groups, PTA and letters from and informal contacts with citizens for their information. Although they seem reasonably satisfied with the information they are getting, they indicate that they would welcome more systematic studies by psychologists in this area.

6. *The school psychologist and research.* In the previously outlined functions there is implied the necessity for the school psychologist to be well trained in research techniques. Studies related to curriculum and community attitudes are examples. Studies about the learning process are vital to the development of appropriate curricula and methods of instruction. Devising systems of record keeping which produce the kinds of data from which useful inferences may be drawn is extremely important. The effective use of such data by a skilled researcher can help the school improve its instructional program markedly. The school psychologist, combining his knowledge about research and human growth and development, would be of valuable assistance in planning and helping to develop research projects for the schools.

Although they have these valuable skills, the use of the psychologist from within school systems to conduct research programs has been very limited. Most of the significant research programs in the

schools which have been carried out by psychologists have been done by organizations outside of the school system. This may be at least partly because the school psychologist has such an array of other duties that he simply does not have time for research.

Summary of reaction to role statement. While there is evidence of growing acceptance of a broader role for the school psychologist there is a marked difference in the readiness of school systems to utilize fully the knowledge and abilities of the psychologist. Almost universally there seems to be a demand for extending the utilization of the psychologist in the evaluation of intellectual competence and personal effectiveness. This demand no doubt stems from the combination of the psychologist's successful performance in the past plus the current interest in early assessment of intellectual ability. There also seems to be general acceptance of the psychologist as a person who is valuable in helping to work out problems of the school as a community. Advising with teachers about the management of individuals and groups seems to most school administrators to be a necessary and appropriate function.

On the other hand the school psychologist is not nearly as well accepted as a consultant on the curriculum. By and large, the schools have not been accustomed to having the psychologist available as a resource person in curriculum matters. Some lack of acceptance may thus be attributable to lack of experience. This is suggested by the enthusiasm of the few schools which have involved the psychologist in the development of curriculum.

Neither has the school psychologist been widely used to conduct research. This is partly attributed to the extensive demand for his services in other roles, which in turn has precluded or limited time for research.

There is reason to believe that, as schools involve the school psychologist in the various aspects of role suggested for him, they will find his services as valuable in the newer areas of role as they have in more traditional ones such as the assessment of individual

abilities. In view of the increasing acceptance of the school psychologist in his various roles there appears to be adequate justification for doctoral training programs to enable these psychologists to carry out their roles at a high degree of competence.

IV

TRAINING THE SCHOOL PSYCHOLOGIST

In considering the development of doctoral training programs in school psychology several questions arise. What kinds of persons should undertake work toward the doctorate in school psychology? How much and what kind of graduate training is necessary? To what extent should there be orientation in education? What kind of internship will be best to prepare the psychologist who is to work in the schools? These fundamental questions are not easy to answer but at the same time the orderly development of the effective use of psychologists in the schools requires that training institutions give attention to them. Throughout the SREB project these questions were raised with school administrators, university personnel and others.

Sources of Student Recruitment

Of course the doctoral candidate can be screened in part through the usual methods employed by the university to determine scholastic aptitude. It is generally agreed that teaching experience might be helpful to the candidate for the doctoral degree in school psychology. The advantage of such experience is obvious. If this is viewed as an absolute requirement, however, the door would be closed to many otherwise qualified students. Perhaps the principal advantage of teaching experience is to assure a comfortable knowledge of the workings of school systems. If acquaintance with schools can be achieved in other ways, recruiting possibilities become more open. Another method of becoming acquainted with the school system is through a wide range of practicum and internship experience. Qualified students may be recruited from several sources. Some will come from education and will include teachers, principals, and others with school experience. Another main source might be persons with a psychological background, some from a clinical orientation, while others may already be performing psychological duties

in the schools. Others might come from social work and other related fields.

The School Psychology Curriculum

Universities preparing doctoral programs for the school psychologist over the country are experimenting in various ways to provide the kinds of training necessary. At least five such programs have started or are being planned in the southern region. Two of these programs (George Peabody College for Teachers and Florida State University) have already started. Three others (Alabama Polytechnic Institute, University of Texas, University of Florida) are in various stages of planning. Although there are variations in their approaches, these five programs have several things in common:

1. They are developing doctoral programs comparable to other Ph.D. programs in psychology. They are four years in length. They view the psychological competencies needed by the school psychologist as no less important than those needed by psychologists in other fields. The concept of the *psychologist to work in the schools* predominates in their thinking. Therefore each of the five programs is concerned with providing a core of psychological training which will furnish the basic knowledge required to function as a psychologist in the schools. Developmental psychology, measurement, personality theory, educational psychology, experimental psychology and other areas contribute to this core.
2. They are providing an effective orientation in education. Although fundamental and thorough psychological training is the firm base of his preparation, the school psychologist can make the best application of his knowledge and skills if he understands the setting in which he works. How are schools organized? How do teachers work? What methods are used by educators to teach children? How is the curriculum developed? What special and recurring problems do schools face? Learning some of the answers to these and other questions in the training period will enable the school psychologist

to function much more effectively in the schools. Some of the knowledge required may come from education courses already in the curriculum. Specialized courses particularly developed for orienting the school psychologist may be necessary in some instances.

3. Each of the five southern programs includes opportunities early in the student's training for him to observe in schools and to make limited application of some of his skills. Later, an internship provides a period during which, under guidance and supervision, the student functions as a school psychologist. An attempt is made to provide him with both breadth and depth of experience which will enable him to develop functioning ability as a school psychologist.
4. Another feature of the five programs is that they intend to train thoroughly the potential school psychologist so that he can plan, conduct and advise about the many kinds of research which the schools may undertake as they attempt to refine the educational process and make it more adaptable to the needs of children. This training will cover techniques of research, various kinds of studies, and their application in the schools. The dissertation will be devoted to some major problem related to the schools.
5. An important feature of the southern programs is that in each of them a firm understanding and cooperative basis has been provided between education and psychology. Three of the five are in colleges or departments of education. Each of these three plans cooperatively with the departments of psychology. A fourth program is in a teacher's college which has a strong department of psychology. The fifth program is in a department of psychology and works closely with the college of education.

As previously stated these programs are experimental. This of course suggests that there is no one program for training school psychologists at the doctoral level. There may be other methods that are just as effective or more so than those now being developed.

One suggestion is to devise an educational program which would be essentially in two stages. During the first stage a curriculum would be planned so that the student could become equipped to carry out a number of psychological duties in the schools. At the end of this stage of training he would be required to spend a year or two getting experience in the schools. Following this experience he would return to complete his work for the doctor's degree.

A summary of the five training programs which have participated in the SREB project are found in Appendix B.

V

INTERNSHIPS IN SCHOOL PSYCHOLOGY

The internship constitutes a problem of such magnitude that it is treated separately. The planning for necessary course work can be accomplished entirely within the college or university structure. Conversely, the internship requires cooperation between universities and school systems. What kinds of experiences must be planned for the intern as he continues his training? What are the criteria for a good internship center? What responsibilities must be shared by the university and the school system in planning, operating, financing, and supervising internship training? Securing the answers to these and other questions requires the cooperation and understanding of the university and the school system.

The Internship as a Continuation of Training

The internship for doctoral school psychologists is not viewed as simply a service period, but rather it is an important phase of training designed to provide opportunities for the intern to learn how to apply the knowledge and skills he has acquired in an actual working situation. Through such application he has an opportunity to obtain a broad understanding of a setting similar to one in which he will be employed. He will, with the help of a competent supervisor, have an opportunity to assess his strengths and weaknesses and to find ways of overcoming his weaknesses.

The internship period should provide a balanced program of activities designed to cover the range of duties which a well-trained psychologist will be expected to perform. He should have a part in appraising educational and emotional problems of all kinds of children (average, handicapped and gifted), requiring a wide range of diagnostic instruments. He should participate in consultant activities with teachers, school executives, and parents, in the in-service training of teachers, and in program planning and activities of such school-community organizations as the PTA. He should be en-

couraged to apply his research knowledge and skills to typical school problems. In short, the internship should be so planned the intern has the opportunity to apply his knowledge and skills to a variety of concrete situations in the school setting.

Length and Timing of Internships

How long should the internship in school psychology be? Generally it is considered that the time of the internship should cover one school year. This would enable the intern to work through the various seasonal phases of activity in the schools as well as participate in school projects which might be coterminate with the school year. At least in one training program the minimum internship requirement is for one semester.

The point at which the internship comes in the total training sequence varies. Most training programs plan the internship as the last phase of training. Some consider it more appropriate to place the internship at the third year so that the student may return to the campus for his fourth year. Those placing it last consider that the student should be adequately trained during three years so that he can move into the internship and on to employment without needing to return to the university. Advocates of the third year internship feel that the fourth year can be planned to include provisions for correcting deficiencies identified during the internship.

Supervision of the Internships

In planning internship centers it is highly important that there be adequate communication between the university and the center about the supervision of interns. It is quite likely that in many instances, if not most, the supervision of interns would be a shared function of the internship center and of the university. It would be quite logical that the internship center would assume the immediate responsibility for supervising the intern while he is working in the center. At the same time the university has the ultimate responsibility for securing an appropriate and satisfactory experience for the intern.

Supervision should be planned so that the supervisor would help the intern evaluate what he does in terms of its meaning to the school system. The intern should also be provided with adequate consultation to help him decide the kinds of positions for which he would be best suited, based on his performance during the internship.

Even though the internship center may take the responsibility for supervision, which would imply adequate reports to the university, the university itself will make the final judgment about the academic status of the intern's experience. It is not conceivable that many interns will fail in their efforts, but this is a possibility. The university will also need a detailed evaluation of performance to guide it as it answers inquiries about the qualifications of persons who have been trained in their programs. This will call for a clear understanding between the university and internship center about the frequency of reporting, the type of evaluation and supervision. With these many needs for communication the frequency and intensity of contact between the university and the internship center should be sufficient to facilitate easy and frank sharing of observations and information. The process of communication would be greatly enhanced if a single person in the university were designated to keep in touch with the internship center and one person at the internship center to deal with the university. This would tend to eliminate confusion which might arise if different persons attempt to carry out different functions.

Because internship center and university personnel must work together, it is important that they give due attention to the ethics of their relationships. It is recognized that professional persons in the same field often have differences of opinion about various procedures. In his training the student should become impressed with the necessity for respecting other points of view.

It would be helpful if the prospective intern becomes acquainted with the fact that there may be some personnel in a school system who will have difficulty accepting him in his role, and that he might also find other irritations. An awareness of these situations will help the intern establish good relationships.

Financing Internship Centers

Some local school systems might set up internship positions, approved by school boards, on the assumption that the school has some responsibility for sharing in the training of school personnel. However, if the internship is planned to provide the right balance of experiences, it is almost certain that the contribution of the school to the intern's support will not cover all his needs.

Since states support systems of higher education, they also must assume some responsibility for the training of appropriate personnel. And because internship is a part of training, there is every reason to expect the state to ultimately accept a great deal of responsibility for the support of internship centers and interns.

In the foreseeable future, federal agencies may constitute another principal source of support. It would be appropriate for the university to assume some responsibility for financing or for securing funds. Until financial responsibility is more clear cut, it may be well to seek support from a variety of sources.

VI SUMMARY: PROBLEMS FOR THE FUTURE

During the two-year project, five universities have made substantial progress in the development of doctoral programs for training school psychologists. George Peabody College for Teachers and Florida State University are already training students. In fact, Peabody College's experiences in developing its present program have been particularly useful to the project.

The other three—Alabama Polytechnic Institute, the University of Florida, and the University of Texas—are in advanced states of planning. At the time this project began, only one training program was being planned in the southern region, but it was hoped that two or three programs might result. Instead, five* soundly based programs now seem certain.

During the critical time when they were planning their programs the project brought representatives of the five training programs together in different kinds of conference and seminar activity. Through these meetings they have had an opportunity to discuss mutual problems. University departments of education and psychology have been brought closer together as they have cooperatively planned programs for training school psychologists.

The project has stimulated much communication between educators and psychologists about the role of and training for the school psychologist. Through this communicative process there is evidence of a great deal of understanding developing between these two disciplines. Wide agreement has resulted about the importance of utilizing the doctoral school psychologist in some of the major roles set forth for psychologists in the schools. Even in areas where there is some disagreement about role, constructive progress seems to have been made in role interpretation. For example, while educators are reluctant to assign consultation about the curriculum as a major

* At the time this report was being prepared it was learned that the University of Miami has announced its intention of initiating a doctoral program in school psychology.

function of the school psychologist, they admit the possible value and some indicate their strong belief in this role.

The project has had the effect of bringing into clearer focus some of the needs which call for future exploration by appropriate persons or organizations. It is obvious that doctoral school psychologists will not be available to do all of the psychological work which schools need. Even if they were available in such numbers, much of the work to be done is of such nature that it would not be an economical use of highly-skilled manpower. More training of sub-doctoral personnel is needed so that additional manpower will be available to work under the supervision of those key persons who hold the doctorate in school psychology.

Another problem discussed throughout the project was that of relationships among counselors, school social workers, school psychologists and other school personnel of similar interests. The dangers of attempting to "stake out" territory by these various specialists were frequently mentioned. At a time when these disciplines are growing and developing interrelated roles in the public schools, cooperative planning and fruitful collaboration could have tremendous long-range impact both on the kinds and quality of services that school children will have available in the future.

A great need is to recruit the kinds of persons who are intellectually and emotionally suited to serve as doctoral school psychologists. Recruitment is so closely related to role that success in recruiting may well depend in large measure on how well the doctoral school psychologist is accepted by the schools.

The experimental nature of present doctoral programs requires continued communication between university and school people. The academic curriculum needs constant restudy and evaluation. More discussion and cooperative planning of internship centers will greatly influence both the training of the school psychologist and his ultimate role realization in the schools. In this communication process university departments of education and psychology, local school systems, state school systems and various related groups should be involved.

APPENDIX A
SUMMARIES OF A CONFERENCE
AND TWO SEMINARS IN THE SREB PROJECT
ON THE TRAINING OF SCHOOL PSYCHOLOGISTS

SUMMARY OF THE
SOUTHERN REGIONAL CONFERENCE
ON SCHOOL PSYCHOLOGISTS

HELD AT THE
BATTERY PARK HOTEL,
ASHEVILLE, NORTH CAROLINA
ON

JUNE 26-28, 1958

Approximately sixty persons from throughout the South, representing local and state school systems, colleges and universities, and other agencies met together for two days to discuss the SREB regional effort to stimulate training and utilization of more school psychologists.

The group discussions which comprised the major time of the Conference focused on several issues:

1. What is the job of the school psychologist? What services does and should he render?
2. What are the relationships of the school psychologist—and his services—to other important personnel rendering psychological services in the schools?
3. How do we plan for the training and utilization of doctoral level school psychologists in light of the continuing large need and demand for master's level psychologists for the schools?
4. How do we train doctoral level psychologists to render needed and desired services?
5. What kind of experience in and knowledge of schools does a school psychologist need? How does he get it?
6. How many university training programs does the South need to produce doctoral level school psychologists?

7. Where and how will we recruit students to enter training programs?
8. What should SREB, states, school systems, professional groups, and institutions do next to move closer to the goal of more top-flight psychologists working in the schools?

There was general agreement that (a) the doctoral psychologist is a useful and desirable person to work in schools; (b) the SREB Commission's statement on his role is acceptable, but flexibility in role is necessary because of widely varying local conditions; (c) the psychologist must use his understandings and skills in developing relationships with other persons in the schools rendering psychological services; (d) experimentation is needed in training programs; (e) training programs must provide opportunity for the school psychologist to acquire an understanding of and acquaintance with the total school setting. On the other hand, issues needing further attention are (a) the need for teaching experience; (b) the content of the training program; (c) specifics in division of labor among personnel providing psychological services in the schools; (d) sources from which to recruit students, and (e) regional planning of training programs.

Conference Participants

- S. SPAFFORD ACKERLY, *Chairman*, Department of Psychiatry, University of Louisville, Kentucky
- LUCIAN D. ADAMS, *Assistant Superintendent*, Richmond Public Schools, Richmond, Virginia
- GORDON V. ANDERSON, *Assistant Director*, Testing and Guidance Bureau, the University of Texas
- ROBERT C. ANDERSON, *Director*, Southern Regional Education Board, Atlanta, Georgia
- W. K. BARNETT, *Supervisor of Special Education*, State Department of Education, Richmond, Virginia
- CLAIR H. CALHOON, *Psychologist*, Mental Health Consultant, U. S. Department of Health, Education, and Welfare, Atlanta, Georgia
- JOHN S. CHARLTON, *Director*, Department of Public Instruction, Division of Child Development and Guidance, Dover, Delaware
- ANTOINETTE CHEEVERS, *Director*, Department of Special Services, New Orleans Public Schools, New Orleans, Louisiana

FLOYD T. CHRISTIAN, *Superintendent of Public Instruction*, Pinellas County, Clearwater, Florida
 MARIE CLEPPER, *Secretary*, Southern Regional Education Board, Atlanta, Georgia
 LOUIS D. COHEN, *Departments of Psychology and Psychiatry*, Duke University, Durham, North Carolina
 J. WILBERT EDGERTON, *Mental Health Consultant in Psychology*, Department of Health, Education, and Welfare, Charlottesville, Virginia
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 WARREN FINDLEY, *Assistant Superintendent*, Atlanta Public Schools, Atlanta, Georgia
 ROBERT FINK, *Consultant*, Mental Hygiene, North Carolina Board of Health, Raleigh
 ELMER H. GARINGER, *Superintendent*, Charlotte City Schools, Charlotte, North Carolina
 MARGARET J. GILKEY, *Director of Guidance Service*, Dade County Public Schools, Miami, Florida
 WINFRED L. GODWIN, *Associate Director*, Southern Regional Education Board, Atlanta, Georgia
 SUSAN W. GRAY, *Professor of Psychology*, George Peabody College for Teachers, Nashville, Tennessee
 JAMES E. GREENE, *Chairman*, Division of Graduate Studies, University of Georgia
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 WALTER JARECKE, *College of Education*, West Virginia University, Morgantown
 KERMIT A. JOHNSON, *Superintendent*, Tuscaloosa County Board of Education, Tuscaloosa, Alabama
 JEAN P. JORDAAN, *Psychologist*, Murfreesboro City Schools, Murfreesboro, Tennessee
 V. J. KENNEDY, *Director*, Division of Curriculum Development, Texas Education Agency, Austin
 CHARLES KRAM, *Chief Psychologist*, Division of Mental Health, Department of Health, Austin, Texas
 BERT D. LEVINE, *School Psychologist*, Harlington Public Schools, Harlington, Texas
 JOHN LOVEGROVE, *Director*, Pupil Guidance and Testing, State Department of Education, Nashville, Tennessee
 VERNAL SEALE MANN, *Head*, Department of Guidance Education, Mississippi State College

W. MORRISON MCCALL, *Director*, Division of Elementary Education, State Department of Education, Montgomery, Alabama

CYRIL R. MILL, *Director*, Psychological Services, Commonwealth of Virginia, Richmond

J. E. MILLER, *Assistant State Superintendent of Public Instruction*, Raleigh, North Carolina

EDITH A. MORRIS, *Conference Secretary*, Southern Regional Education Board, Atlanta, Georgia

RAY S. MUSGRAVE, *Chairman*, Department of Psychology, Mississippi Southern College, Hattiesburg

B. G. PAULEY, *Director of Tests and Measurements*, Kanawha County Schools, Charleston, West Virginia

DONALD PEARCE, *Supervisor of Special Education*, State Department of Education, Columbia, South Carolina

LIONEL PELLEGRIN, *Supervisor of Special Education*, State Department of Education, Baton Rouge, Louisiana

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MRS. PAUL W. PENNINGROTH, *School's Mental Health Consultant*, Division of Mental Health, State Department of Public Health, Atlanta, Georgia

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VICTOR C. RAIMY, *Department of Psychology*, University of Colorado, Boulder

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EDWARD G. STAPLETON, *Superintendent*, Board of Education of Baltimore County, Towson, Maryland

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A. LEROY TAYLOR, *Director of Special Education*, State Department of Education, Oklahoma City, Oklahoma
VIRGIL S. WARD, *Chairman*, Educational Psychology Committee,
University of Virginia, Charlottesville, Virginia

SEMINAR ON UNIVERSITY PROGRAMS FOR THE
TRAINING OF SCHOOL PSYCHOLOGISTS
ATLANTA, GEORGIA
OCTOBER 27-28, 1958

Representatives from twelve Southern colleges and universities participated in a seminar on the training of school psychologists. Each of the institutions had or were considering a program for training school psychologists at the doctoral level. The purpose of the seminar was to discuss the question "how can the person described in the statement of role of the school psychologist be produced?" What kinds of learnings and experiences should he have?

Three differing views about the preparation of the school psychologist were expressed by the group. Some took the position that basic preparation as a psychologist was sufficient. The well-trained psychologist should be able to adapt his skills to the needs of the school or to any other type of organization for which he might work. Others thought that while the major emphasis should be placed on psychology, there should be enough orientation in education to acquaint the school psychologist with the structure and purposes of the schools. Still others felt that there should be a stronger emphasis on education but enough psychological preparation to enable effective functioning as a school psychologist.

The kind of training program needed would thus vary from the preparation of a psychologist in any qualified department of psychology to a curriculum and program built out of a combination of psychology and education. The group agreed that training programs at the present time should differ widely depending in part on the characteristics of the training program and in part on the department's philosophy of education.

Internship experience was seen as a necessary part of the training program, particularly by those who held to the view that psychology and education should be included. The length of time, the financing of the intern, the nature of the intern experience, the selection of the intern center, and supervision were some of the questions raised. Since several training centers were ready to make definite plans for their interns, a second seminar was held at a later date.

Seminar Participants

- E. EARL BAUGHMAN, *Associate Professor*, Department of Psychology, The University of North Carolina, Chapel Hill
- LLOYD W. CHAPIN, *Associate Director for Regional Programs*, Southern Regional Education Board, Atlanta, Georgia
- MARIE CLEPPER, *Secretary*, Southern Regional Education Board, Atlanta, Georgia
- LOUIS D. COHEN, *Departments of Psychology and Psychiatry*, Duke University, Durham
- QUIN F. CURTIS, *Head*, Department of Philosophy and Psychology, College of Arts and Sciences, West Virginia University, Morgantown
- CHARLES ELTON, *Dean of Admissions*, University of Kentucky, Lexington
- WILLIAM C. GEER, *Regional Programs Associate*, Southern Regional Education Board, Atlanta, Georgia
- ROY GLADSTONE, *Associate Professor of Psychology*, College of Education, Oklahoma State University, Stillwater
- WINFRED L. GODWIN, *Associate Director for Development*, Southern Regional Education Board, Atlanta, Georgia
- SUSAN W. GRAY, *Professor*, Department of Psychology, George Peabody College for Teachers, Nashville, Tennessee
- JAMES E. GREENE, *Professor of Education*, Chairman of Division of Graduate Studies, University of Georgia, Athens
- HUDSON JOST, *Head*, Department of Psychology, University of Georgia, Athens
- TED LANDSMAN, *College of Education*, University of Florida, Gainesville
- W. B. LEMMON, *Department of Psychology*, University of Oklahoma, Norman
- PAUL W. PENNINGROTH, *Assistant Director for Mental Health*, Southern Regional Education Board, Atlanta, Georgia
- ELSIE PHILLIPS, *Conference Secretary*, Southern Regional Education Board, Atlanta, Georgia
- JOHN PIERCE-JONES, *Associate Professor of Educational Psychology*, College of Education, the University of Texas, Austin

WALTER D. SMITH, *Department of Psychology, The Florida State University, Tallahassee*
JOHN B. WOLFE, *Department of Psychology, University of Mississippi, University*

SEMINAR ON INTERNSHIPS IN SCHOOL PSYCHOLOGY
CALLAWAY GARDENS
THE GARDENS MOTEL
PINE MOUNTAIN, GEORGIA
MAY 10-13, 1959

As part of the SREB project on the training of school psychologists, a seminar on internships in school psychology met at Ida Casons Callaway Gardens, Pine Mountain, Georgia, May 10-13. Participants included:

SADIE AARON, *Director of Psychological Services, Houston Independent School District, Houston, Texas*
JACK H. BOGER, *Director of Curriculum Services, Richmond Public Schools, Richmond, Virginia*
BERT BURNES, *Supervisor of Counseling and Guidance Department, Austin Public Schools, Austin, Texas*
WALTER N. DUROST, *Director of Educational Services Division, Pinellas County Board of Public Instruction, Clearwater, Florida*
WILLIAM C. GEER, *Regional Programs Associate, Southern Regional Education Board, Atlanta, Georgia*
MARGARET J. GILKEY, *Director of Guidance Services, The Board of Public Instruction of Dade County, Miami, Florida*
WINFRED L. GODWIN, *Associate Director for Development, Southern Regional Education Board, Atlanta, Georgia*
SUSAN W. GRAY, *Professor of Psychology, George Peabody College for Teachers, Nashville, Tennessee*
B. E. HOBGOOD, *Superintendent of Murfreesboro City Schools, Murfreesboro, Tennessee*
TED LANDSMAN, *Professor of Education, College of Education, University of Florida, Gainesville*
B. B. NELSON, *Superintendent of Tallahassee City Schools, Tallahassee, Alabama*
WILLARD NELSON, *Department of Psychology, Florida State University, Tallahassee*
PAUL W. PENNINGROTH, *Assistant Director for Mental Health, Southern Regional Education Board, Atlanta, Georgia*
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JOHN PIERCE-JONES, *Associate Professor of Educational Psychology,
The University of Texas, Austin*
WALTER D. SMITH, *Professor of Psychology, Department of Psy-
chology, the Florida State University, Tallahassee*

The universities represent the group which had been identified previously in the two-year program on school psychology as having established or as being in advanced stages of planning programs which specifically combine psychological and educational training. The school systems were selected by the training institutions as possible locations for internship centers. Topics discussed and conclusions reached during the seminar are reflected in Part V of the main body of this report.

APPENDIX B
SUMMARY DESCRIPTIONS OF
FIVE UNIVERSITY DOCTORAL PROGRAMS
FOR TRAINING SCHOOL PSYCHOLOGISTS
ALABAMA POLYTECHNIC INSTITUTE
AUBURN, ALABAMA

(PROGRAM IN LATE PLANNING STAGE)

By: Truman M. Pierce,
Dean, School of Education

The role projected for the school psychologist emerging from API's proposed program is traditional in many important respects. He will have psychological preparation to enable him to engage in activities which have already been accepted by the schools such as administering psychological tests, consulting with teachers about the placement of pupils, etc.

An important feature of his training will be to prepare him to be of much greater value to the schools by applying his knowledge and skills in various ways. He will be prepared to work with teachers, supervisors, curriculum specialists, and administrators, through research and the use of psychological knowledge, in the improvement of educational programs. The filling of this broader role calls for special features in the background preparation and experience of the candidate, in the preparation program, and in the internship setting.

A candidate for the doctorate in school psychology must hold a master's degree or its equivalent in psychology. Except in unusual instances, he must have had at least one year of public school teaching experience. Teaching experience is considered a prerequisite for communication, for appreciation of the problems of teachers, for providing a source of productive research hypotheses and for a practical understanding of the goals and problems of public education.

The doctoral program in school psychology is offered by the Department of Psychology which is in the College of Education.

The doctoral program in school psychology will include three

general areas: (1) general psychological preparation, (2) psychological knowledge appropriate for the specialization, and (3) a foundation in education. The general psychological preparation will constitute approximately one-third of the formal course requirements and will include courses in psychometrics, experimental design, advanced experimental psychology, statistics, tests and measurements, leadership training, physiological and comparative psychology, and history and systems. Specialized preparation in psychology appropriate to school psychology will include individual and group testing, test construction, learning, personality and counseling, development, social and sociology courses in theory, family, race and culture. The foundation in education will include courses in guidance, school counseling, clinical procedures in reading, the improvement of reading, special education, and educational foundations.

The doctoral candidate will have opportunities for limited observation and experience in schools throughout his training. After completing formal classwork requirements he will be required to complete an internship for one academic year (9 months). In most instances this internship will be served in a public school setting. No more than one intern will be attached to any one school or system at one time. This will provide the intern with opportunities for responsible leadership since responsibilities will not be divided between two or more interns. Also, the intern will be paid by the school system and will be assigned as a professional staff member of the school system. This will further intensify his responsibility in his professional role. Supervision of interns will be provided by the API staff and regular on-campus seminars will be held for interns.

The candidate will be expected to collect data and to write his dissertation during the internship year. This dissertation might profitably be directly connected with his internship work.

FLORIDA STATE UNIVERSITY
TALLAHASSEE, FLORIDA

By: Willard Nelson,
Professor of Psychology

A program for training school psychologists at the Ph.D. level is now in operation. This program is designed to train psychologists to provide expanded services for the schools. The school psychologist is expected to apply the traditional clinical skills in the school setting. He will also serve as consultant to teachers, administrators and others working in the schools as well as furnish new applied research skills which can help in improving school programs for children.

The program is offered by the Department of Psychology with the cooperation of the School of Education and the Child Development Institute.

Students enroll in the graduate school for work in psychology. They may have an undergraduate major in psychology; they may also come into the program from a teaching position or from another academic background. Prior teaching experience is desirable.

Approximately four years beyond the bachelor's degree will generally be necessary for completion of work for the Ph.D. degree. The student plans his schedule of courses with his supervisory committee. Core courses in psychology include statistics, history and systems, developmental, personality, learning and experimental. Other courses in psychology and education available for selection include psychological measurement and evaluation, child development, adolescent psychology, psychology of exceptional children, guidance, reading clinic, counseling and interview, and child therapy (with practicum). Also available are special seminars in educational psychology, special problems in school psychology: consultation, group dynamics, and school administration and procedures. Additional work (no credit) in educational research and testing may be elected. Training in IBM and machine procedures is advised (also without credit).

Practicum opportunities are provided the student during his training in the Florida State University Exceptional Child Program and the Child Development Clinic as well as the Mental Health Clinic.

A minimum of one semester of full-time work in an internship in a school psychology program is required. Usually this will occur in the last year of the doctoral program. The Inter-departmental Committee for School Psychology may approve internships taken in school settings where the range of experience is suitable and close supervision of the student's internship is provided.

GEORGE PEABODY COLLEGE FOR TEACHERS
NASHVILLE, TENNESSEE

By: Susan W. Gray,
Professor of Psychology

Peabody's expanded program, initiated in the fall of 1957, is trying out new patterns for training psychologists for work in the public schools. Future graduates of the program are viewed, not as school psychologists, but as psychologists who will be working in a school setting. Three things are intended by this description: first, that these Peabody graduates will in every sense be generic psychologists; second, that psychologists may do very different things in different school settings; and third, and perhaps most important, this description envisions the possibility of creating a new self-concept among school psychologists.

A four calendar year program is planned, with two interlocking goals. One is to give sound psychological training. The second is to build up during the four years considerable experience in applying psychological knowledge and skills thus acquired in a school setting.

The hallmark of any psychologist is viewed as the problem-solving attitude which helps him approach new problems in an empirical, data-oriented way. To encourage this attitude Peabody proposes to stress research competencies and attitudes in its students in their didactic courses, in the practicum work, which forms a large segment of their training, and in the final internship. Along with this there

is a grounding in the basic area of psychology, human development, personality, learning, motivation. Beyond this Peabody hopes to develop certain inter-personal skills and understandings which seem especially relevant for psychologists working in a school setting. The tentative curriculum includes: (courses *underlined* involve practicum experience) psychology of childhood, psychology of adolescence, introduction to psychological testing, *individual intelligence testing*, *basic appraisal techniques*, *appraisal of exceptional children*, guidance principles and programs, techniques of educational and vocational counseling, psychology of personality, *procedures in psychotherapy*, *remedial reading*, theories of learning, introduction to statistical analysis, statistical inference, experimental design, philosophy of science, and experimental psychology. Also provided are the following seminars: *community organization and the schools*, *group processes*, *profession of school psychology*, *consultation processes and techniques*, *supervision of psychological personnel*, and *administration-office management and relations with other professions*. Required related courses are: administration and supervision of programs for exceptional children, curriculum development, social welfare services and laws concerning children.

A distinctive feature of the program at Peabody College is its cooperative project with the schools of Murfreesboro, Tennessee. Here Peabody is trying out empirically, in a field situation, the concepts of school psychology envisioned in its project. A member of the Peabody staff serves full time as psychologist for the Murfreesboro schools. His task is to try out his model and also, working with the college staff, to furnish a major training resource for practicum experiences and supervision. These practicum opportunities are of two kinds: (1) giving students as thorough an acquaintance as possible with the workings of a total school system and its personnel, within the context of the community, and (2) giving them occasion, on the level which is appropriate for each student, to practice certain aspects of the role of the psychologist working in the school. All majors in the school psychology program begin during their first year to spend significant blocks of time in the

Murfreesboro area. Here they not only observe in the schools but also in the community. Peabody's plan is set up flexibly so that necessary changes can take place.

The three years of course work and practicum experience at Peabody are capped by a year's internship in a school setting.

THE UNIVERSITY OF FLORIDA
GAINESVILLE, FLORIDA

By: Ted Landsman,
Professor of Education

In recognition of the wide range of psychological services seriously sought by school systems in the South, the University of Florida has developed a program to prepare at least three categories of psychological and educational personnel for the schools. Faculty members in the various programs, in close consultation with school people and psychologists have agreed that the doctoral programs alone would leave the schools with an extremely limited range of services. As a result, the curricula presently available attempt a program of preparation not for the "school psychologist" alone, but for "complete and comprehensive psychological services."

The three categories of personnel are:

1. Doctoral level consisting of two programs
 - a. The Ph.D. in School Psychology
 - b. The Ed.D. in Guidance and Personnel Services
2. The Educational Specialist in Guidance and Personnel Services (Ed.S. Degree)
3. The M.Ed. in Guidance and the M.A. in Psychology designed to prepare individuals for testing and counseling in the schools.

The three programs are jointly operated by the Department of Psychology of the College of Arts and Sciences and the Department of Personnel Services of the College of Education. A joint committee of the two departments provides a medium for program development, cooperative consultation, training and examination in

the various programs. The program in School Psychology will be described in greater detail. The masters and specialists programs have been in operation for some time. The Ed.D. in guidance and personnel services is administered by the Department of Personnel Services and a minor in psychology is required. Similarly the Ph.D. in school psychology requires a minor in Education. These interlocking programs provide for continuous stimulation and frequent inter-communication among faculty and students in the pertinent areas.

The curriculum in School Psychology involves a double core, one in basic education and school familiarization and another in the basic science of psychology. The core in basic psychological science includes: history and systems, psychological development, social foundations, quantitative theory and methods, research methods, and advanced general psychology.

The core in education is made up of: history of education, school and society, philosophy of education, school administration, curriculum, and teaching methods.

General professional psychology courses are: introduction to professional psychology, problems in diagnosis and treatment, assessment of personality, and behavior dynamics and variation. The specialized professional program includes: principles of guidance, exceptional child, occupational information, school psychology seminar, and school psychology practica.

An internship of nine to twelve months in a school and community setting is required. A dissertation involving research on a problem of school significance must be completed.

THE UNIVERSITY OF TEXAS
AUSTIN, TEXAS

By: John Pierce-Jones,
Associate Professor of Educational Psychology

The doctoral program to prepare school psychologists is in the Department of Educational Psychology. The program is designed to prepare the school psychologist for responsible participation in the diverse psychological activities which enhance the total quality of teacher and pupil effectiveness in the school-community setting.

It is assumed that the school psychologist will work at varying levels ranging from personal execution of some functions (e.g., individual diagnosis, parent counseling) through the provision of consultative services regarding psychological problems (e.g., the psychological implications of current or changing school practices). However, doctoral preparation, no matter how adequately conceived, cannot anticipate the total demands which may be made upon the school psychologist. Therefore, the doctoral program for school psychologists affords a maximum opportunity to acquire widely generalizable psychological knowledge and skills and an adequate theoretical and working understanding of the school.

Doctoral preparation is also designed to (1) familiarize the student with and to gradually involve him actively in the role of the school psychologist, and (2) enable him to develop high competence in an area directly pertinent to the school's requirements for psychological services.

Any interested graduate of an accredited college or university who meets admission requirements of the graduate school and the additional qualifications established for admission to doctoral work in the Department of Educational Psychology, may be *considered* for specialized work in school psychology. However, eligibility to be considered for Ph.D. study in school psychology does not imply that a student will be admitted to the special training program. Selection criteria being developed put a premium on (1) high level

intellectual abilities and a prior record of excellence in demanding academic work; (2) personality characteristics likely to be associated with inter-personal poise and a high degree of ability to understand others empathically; (3) a marked degree of self-insight and self-acceptance; (4) a chronological age of thirty-six or less upon admission to the programs; (5) the capacity for developing a basic loyalty to psychology both as a science and a profession; and (6) appreciation of the school as a pivotal social institution, understanding of the teacher as a centrally important cultural agent, and commitment to the school as his career arena.

The program of work in school psychology is based upon mastery of a designated core of graduate courses (or their equivalents) and their prerequisites. These core courses are: a proseminar, intermediate statistics, psychology of learning, fundamentals of research, individual through the life cycle, and the history of educational psychology. Specified prerequisites must be completed before enrolling in these courses. An orientation in education includes: modern secondary school teaching, public school organization and administration, and education and the philosophy of experimentalism. Also, the student takes educational psychological measurement and research methods in human behavior.

The heart of the Ph.D. candidate's work in school psychology consists of six seminar-practica usually completed consecutively, one per semester, over three years. All of these supervised seminar-practica require direct work in appropriate school settings and correlated on-campus seminars in which practicum experience is examined, evaluated, and integrated with related training. The seminar-practica are: topics in educational psychology, role and functions of the school psychologist, research problems in school psychology, research investigations in school psychology, laboratory in remedial education, advanced practicum-school psychology (two semesters).

The student selects additional courses to provide appropriate breadth in consultation with his supervisory committee and the program adviser.

An internship of one year is required. Usually the internship will be completed during the fourth year of training and after the doctoral dissertation is approved.

APPENDIX C

AVAILABLE MIMEOGRAPHED REPORTS

The following mimeographed reports of conference and seminar activity of the project are available in limited quantities. Write to: The Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta 9, Georgia

1. Summary of the Southern Regional Conference on School Psychologists. Asheville, North Carolina, June 1958.
2. Report: Seminar on University Programs for the Training of School Psychologists. Atlanta, Georgia, October 1958.
3. Seminar on Internships in School Psychology. Pine Mountain, Georgia, May 1959.

